Distance Learning Advisory Committee (DLAC)

October 1, 2003
9:00 am – 11:00 am
Capitol Annex, Room 129
Frankfort, Kentucky

DLAC Membership

Chair

Tom Layzell   President. Council On Postsecondary Education

Voting Members

F King Alexander   President, Murray State University
Gary S Cox   President, Assoc. Of Independent Ky Colleges & Universities
Ronald G Eaglin   President, Morehead State University
Joanne K Glasser   President, Eastern Kentucky University
Susan Guess   Member, Council on Postsecondary Education
John Hall   Retired Chairman & CEO, Ashland, Inc.
Mary Lassiter   State Budget Director
Willie H Lile   Secretary, Workforce Development Cabinet
Michael B McCall   President, Kentucky Community And Technical College System
Viola Miller   Secretary, Cabinet For Families & Children
James A Nelson   State Librarian & Commissioner, Ky Dept of Libraries & Archives
James R Ramsey   President, University Of Louisville
Gary A Ransdell   President, Western Kentucky University
Lee T Todd Jr.   President, University Of Kentucky
William H Turner   Interim President, Kentucky State University
Aldona K Valicenti   Chief Information Officer, Governor's Office For Technology
James C Votruba   President, Northern Kentucky University
Malcolm (Mac) Wall   Executive Director, Kentucky Educational Television
Lois Combs Weinberg   Member, Council on Postsecondary Education
Gene Wilhoit   Commissioner, Ky Department Of Education

Non-Voting Members

Jim Applegate   Vice-president, Academic Affairs
Norma Northern   Interim CEO, Kentucky Virtual University

CPE Staff Liaison

Myk Garn   Senior Advisor for Distance Education, Academic Affairs

DLAC AGENDA

Time: 9:00 am – 11:00 am

Location: Capitol Annex, Room 129
Frankfort, Kentucky

1. Roll Call

2. Approval of Minutes

3. Chair's Introductory Remarks

    a. KYVU Leadership changes

    b. KYVU Staff changes

    c. KYVU Performance Audit

4. Updates:

    a. Kentucky Virtual Library

    b. KYVU Fall 2003 Update

    c. Go Higher

    d. Collaborative RFP & Revolving Loan Fund

5. Report: 2003 Distance Education Snapshot

6. Action Item: Proposal to Expand the DLAC Role

7. Action Item: Approve 2004 DLAC Meeting Schedule

The Distance Learning Advisory Committee (DLAC)
Minutes: July 2, 2003 at 10:30 a.m. (ET) at the Council on Postsecondary Education

ROLL CALL

The following members were present: Doug Robinson (representing Aldona Valicenti), Ronald Eaglin, Barton Darrell, Dr. Byron Bond (representing Joanne Glasser), James Nelson, Gale Rhodes (representing James Ramsey), Tom Denton (representing King Alexander), Robert Johnson (representing Michael McCall), Thomas Layzell, Daniel Rabuzzi, Robert Wyatt (representing Gary Ransdell), Andy Spears (representing Lee Todd), Gary Pratt (representing James Votruba), Mary Lassiter, Michael Clark (representing Michael Wall), Lee Nimocks (representing Gary Cox), Willie Lile, Joan Taylor, William Turner, Linda Pittenger (representing Gene Wilhoit).

Also present: Myk Garn, Miko Pattie, Norma Northern, Sue Patrick, Gene Ranvier, Sue Moore, Dr. Terry Magel (KSU).

APPROVAL OF MINUTES

The minutes of the May 7, 2003 meeting were approved as distributed.

WELCOMING REMARKS

President Thomas Layzell presented his welcoming remarks and introduced Joe McCormick from the Kentucky Higher Education Assistance Authority (KHEAA) to give a presentation regarding the Go Higher Website.

AGENDA ITEM: Go Higher Website

Joe McCormick spoke about the vision and initiatives for the Go Higher website and described the role of the XAP Corporation in creating the website. The Go Higher website will provide information for all students, parents, and others in the community on higher education needs. The vision is to provide an opportunity for potential postsecondary education learners, from the eighth grade on, and their families to learn more about careers, educational opportunities, and Kentucky institutions. Participation in the site means postsecondary education institutions and agencies will not have to do everything on their own to attract students. The real vision will be to maximize the use of technology to improve college going rate in Kentucky.

The main initiatives for the Go Higher Website are:

· Career Exploration
· Selecting a College
· Academic Planning

XAP Corporation

The work on the Go Higher website has begun and will be completed May 2004. The XAP Corporation is a leader in providing similar Internet-based systems across the country. Responding to a question from Rob Wyatt (WKU), about how different institutional systems connect with Xap, Joe McCormick stated there would be different meetings on how to get this implemented with XAP and secure the input for the system. Ronald Eaglin wanted to make sure that the institutions could invest into this system with the least amount of cost. During the discussion it was noted that each institution had representation on the Go Higher initiative. The Go Higher website will include all the Kentucky institutions, the level of participation may vary.

DISCUSSION: The Expanding Role of DLAC

Responding to a proposal made at the May 7, 2003 DLAC meeting about the reorganization of DLAC and expanding its membership, Tom Layzell moderated a discussion about expanding scope of DLAC beyond review of KYVU to include a review of distance learning for all postsecondary institutions. It was noted that DLAC does not look at all that is going on in distance learning across the state, that looking only at KYVU misses important activity and contributions from other institutions and agencies. By expanding its coordinating role DLAC could help all providers work together to better serve state needs.

Tom Layzell indicated that the reorganization of DLAC would be discussed in October. A request was made for CPE to produce an initial inventory of distance education activity in Kentucky for the next DLAC meeting. These points will all be addressed again in the October DLAC.

ADJOURN

The meeting adjourned at 11:30 a.m. The next meeting will be held on October 1, 2003 at the CPE Offices in Conference Room A.

UPDATE: Kentucky Virtual Library

KYVL Total Database Usage (FY 2002-2003)		
	Searches	% of Usage
K-12 Schools	1,254,909	19.2%
Public Institutions	3,284,571	50.1%
Private Institutions	1,208,907	18.5%
Public Libraries	515,562	7.9%
Special Libraries[1]	286,518	4.4%
Total Usage	6,550,467	100.0%

Announcement of a "Create a KYVL Commercial" Contest

On October 1st, The KYVL Outreach Workgroup will announce a contest to invite Kentucky's public middle and high school students in STLP (the Student Technology Leadership Program) to create a 15 second commercial for KYVL. Awards and certificates will be given to the winners and participants during the awards ceremony at the Kentucky Teaching and Learning Conference in March 2004. Our hope is to bring awareness of KYVL to citizens and students of the Commonwealth as well as highlight the STLP program by showcasing students' work.

New KYVL Workgroups.

KYVL relies heavily on its workgroups to provide representation of our user communities and to bring expertise and insight to KYVL projects. The Virtual Library Advisory Committee, has created three new workgroups that will meet approximately every six weeks as they begin their projects.

ADA Workgroup.   Charge: To advise the Kentucky Virtual Library in evaluating the KYVL web presence for ADA compliance, possibly investigate assistive technology that might be incorporated and assist in implementing changes and enhancements based on ADA guidelines. ADA WG will work in tandem with CPE/KYVU teams.

Outreach Workgroup.   Charge: To advise the Kentucky Virtual Library in the investigation and exploitation of avenues for increased exposure of KYVL resources and databases.

Portal Workgroup. Charge: To advise the Kentucky Virtual Library in the investigation and evaluation of portal software for the KYVL as well as other libraries in the state, post research findings and guidelines, and assist in the purchase process if needed.

Reductions in Courier Service for Statewide Interlibrary Loan

KYVL contracts for and funds ground courier service for statewide interlibrary loan. The service objective is to provide expedited delivery of library materials to designated libraries through the use of a ground courier service. KYVL had to meet a budget reduction mandate for the KYVL-funded courier service for the FY03-04 contract year. The Virtual Library Advisory Committee (VLAC), the VLAC Courier Subcommittee, and the Resource Sharing Workgroup were all involved in reviewing the numbers and attempting to determine the most equitable and feasible approach to reduce by 30% our overall number of stops in the contract. The new schedule went into place 1 July 2003.   Reductions were based on reported past usage for 2001-2002. No individual node was dropped. All participating libraries have the option of purchasing service above that which the KYVL provides. We have also conducted several surveys in the past regarding our courier service and overall, the satisfaction rate with our vendor has been high.

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[1] KYVL and KDLA usage has been added to the Special Libraries total

UPDATE: Kentucky Virtual University

Fall 2003 brings another record enrollment for KYVU. Preliminary headcount figures indicate 16,446 learners with about 12,000 of those being academic credit seeking learners. The remaining learners come from the Education Professional Standards Board's professional development offerings and Kentucky Adult Education learners and instructors.

Fall 2003 was another first for KYVU. Educart - the e-commerce function - is now available for EPSB learners (kyeducators.org). Learners can pay with a credit card and almost immediately have access to their courses.

Kentucky Adult Education continues to increase enrollments. KYVAE was the recent recipient of the National Association of State Chief Information Officers (NASCIO) award for most innovative use of technology.

UPDATE: Go Higher Kentucky Web Portal

The Go Higher Kentucky Web portal, as presented to DLAC on July 2 by KHEAA President Joe McCormick, will be an integrated web site/system providing middle and high school students and their families, and adults who are potential postsecondary education students, with the information and tools necessary to help them make informed decisions regarding postsecondary education opportunities in the Commonwealth.

In late July KHEAA and website developer Xap.Com held four "Kick-Off" meetings with public and independent postsecondary education providers. The meetings, held at Prestonsburg Community College, University of Kentucky, Paducah Community College, and Elizabethtown Community College, resulted in the request for a "frequently asked questions" document to compile and address the issues raised in the sessions. Xap.com is currently developing the responses to the questions.

Melissa McGinley, Senior Associate for Academic Affairs at the Council, will now serve as the liaison to Go Higher KY. Melissa will work closely with Myk Garn, Senior Advisor for Distance Learning for Academic Affairs, throughout the development and implementation of the portal.

A work group currently is forming to provide assistance to Xap as they develop various components of the site. Public and independent institutional representatives, as well as staff members from KDE, KHEAA and the Council, will serve on the group. The group will hold teleconferences this fall that will be open to all interested individuals. Some of the proposed topics include:

- Online admissions
- Transcript repository
- Individual Graduation Plan customization
- Customization for non-traditional students (primarily adult and distance learners)

The Go Higher Web portal is scheduled for initial review in early January 2004, a beta-version will be available by late March, and the site will go live in late May of 2004.

UPDATE: Request for Collaborative Proposals

The Council staff is developing a request for proposals to stimulate collaborative approaches to address state workforce needs and increase the capacity of high demand academic programs. Two types of proposals will be funded from a combination of the Technology Trust Fund and the Kentucky Virtual University (KYVU) Revolving Loan Fund. Preferred proposals will address both the goals outlined in the request.

Collaborating to Meet Workforce Needs.

The request will encourage proposals designed to stimulate partnerships among postsecondary institutions, private sector, and public sector organizations to develop or expand academic programs addressing current and projected workforce needs. In the RFP, the Council staff will identify a variety of programs in Kentucky currently providing funding for workforce development initiatives and a wide range of potential partners with which postsecondary institutions could work to better design and deliver programs meeting pressing workforce needs. Preference will be given to proposals that leverage Council funds with support from these programs and the private sector.

The RFP defines areas of workforce need including:

- Health professions
- Advanced manufacturing
- Information technology
- Biotechnology
- Business entrepreneurship

The Council RFP will encourage multi-institutional partnerships that provide innovative approaches to address the capacity challenges through use of distance learning formats and the physical and human resources of partners. The Council staff will provide models for the types of innovative programs being sought to guide institutions.

Increasing Academic Program Capacity

The request also will encourage proposals that offer approaches to increasing the capacity of traditional high demand academic programs through nontraditional program delivery. The RFP will encourage these types of proposals in a variety of high demand areas. Preference will be given to proposals that integrate the two goals of the RFP.

After review by the Council and its Workforce/Economic Development policy group, the Council staff will issue the RFP in fall 2003. Given available funds, we hope to provide four to five grants or loans not exceeding $200,000 in late fall 2003 or early fall 2004.

Postsecondary Distance Education in Kentucky:
A 2003 Distance Education Snapshot

This study reports on Kentucky postsecondary education uses of distance education by providing a snapshot of for-credit, public postsecondary distance education activity in spring term 2003. This report responds to a DLAC request for information to support their efforts to understand and improve collaboration between different distance education support and delivery technologies and distance education administrating agencies in Kentucky.

National Trends:

- **Distance education growth continues.** Among public institutions 97% are offering at least one online or blended course and 49% are offering an online degree program.

- **Distance education is a core element of institutional strategies.** Distance education is a critical element of the long-term strategy of 67% of institutions.

- **The quality of distance education is increasing.** A majority of academic leaders (57%) believe that the learning outcomes for online education are equal to or superior to those of face-to-face instruction.

In Kentucky:

- **Distance education use is strong.** All nine Kentucky public institutions and six of twenty-one independent institutions used distance education in fall 2002. In spring 2003 4.9% of all courses offered by public institutions were offered via distance education.

- **Distance education offers access and convenience.** Across all Kentucky public postsecondary institutions, in spring 2003, 22% of distance education students took all their courses at a distance, with an average of 4.5 hours per student. 78% of all public postsecondary distance education students were also enrolled in both distance education and on-campus courses.

- **The Kentucky distance education market will continue to grow.** For profit providers expect significant growth in Kentucky distance education enrollments for their programs. Kentucky enrollments in out-of-state distance education programs are increasing.

Perspectives on the Growth of Distance Education

The efficient use of instructional delivery and support technologies (television, compressed video, Internet) can increase geographic and asynchronous, time-shifted access to instruction. This increased access will ultimately result in an improved college going rate for Kentuckians. There is ample evidence to suggest distance education use is being used by more students every term, that it is increasing in quality, and that it is becoming more integral to the operations and missions of Kentucky's postsecondary education institutions.

This evidence can be seen in the following findings from recent reports. These studies have sought to describe the growth and utilization of distance education across the United states from a variety of perspectives.

Institutional Perspective[2]

- 90% of all 2-year public institutions and 89% of all public 4-year institutions offered some form of instruction utilizing distance learning during the 2000-2001 academic year. In 2002, 97% of all public institutions were offering at least one online or blended course.
- The lowest utilization of distance education was at private 4-year institutions (40%) and private 2-year institutions (19%).
- In all some 2,320 or 56% of all 2-year and 4-year institutions utilized distance learning to deliver instruction in the 2000-2001 academic year.
- Complete online degree programs were offered by 34% of the institutions in 2001 and as many as 49% in 2003.

Student Perspective[3]

- Over 1.6 million students (or 11% of all U.S. higher education students) took at least one online course during Fall 2002.
- Over one-third of these students (578,000) took all of their courses online.
- The number of students taking at least one online course is projected to increase by 19.8% to 1.9 million students by Fall 2003.

Administrative Perspective[3]

- Distance education is a critical element of the long-term strategy of 67% of institutions.
- A majority of academic leaders (57%) believe that the learning outcomes for online education are equal to or superior to those of face-to-face instruction.
- Every grouping of institutions expects the same relative improvement in the learning outcomes of online compared to face-to-face instruction over the next three years.

Non-Credit Perspective[4]

- 97.4% of responding community colleges offered credit career and technical education (CTE) courses at a distance.
- Only 52.1% of responding community colleges offered non-credit CTE courses.

For-profit Perspective[5]

- In 2002 the for-profit postsecondary education delivery market was $13.8 billion, a 13% increase from 2001.
- Online distance learning accounted for approximately $900 million, or 7.7%, of total revenues at for-profit education companies.
- The for-profit learning market will exceed a growth rate of 14% for 2003 and will continue to see 13-15% growth through 2005.
- For-profit companies have captured about 5% of the higher education market share from traditional institutions (up from about 1% in 1980) and their market share could grow to 8%-10% over the next decade, if not sooner.[6]

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[2] Tabs, E.D., (2003). Distance Education at Degree-Granting Postsecondary Institutions: 2000-2001. National Center for Educational Statistics, U.S. Department of Education.

[3] Allen, E. and Seaman, J., (2003). Sizing the Opportunity: The Quality and Extent of Online Education in the United States, 2002 and 2003. Alfred P. Sloan Foundation: Needham, MA.

[4] 2003 survey conducted by the National Center for Career and Technical Education (NCCTE)
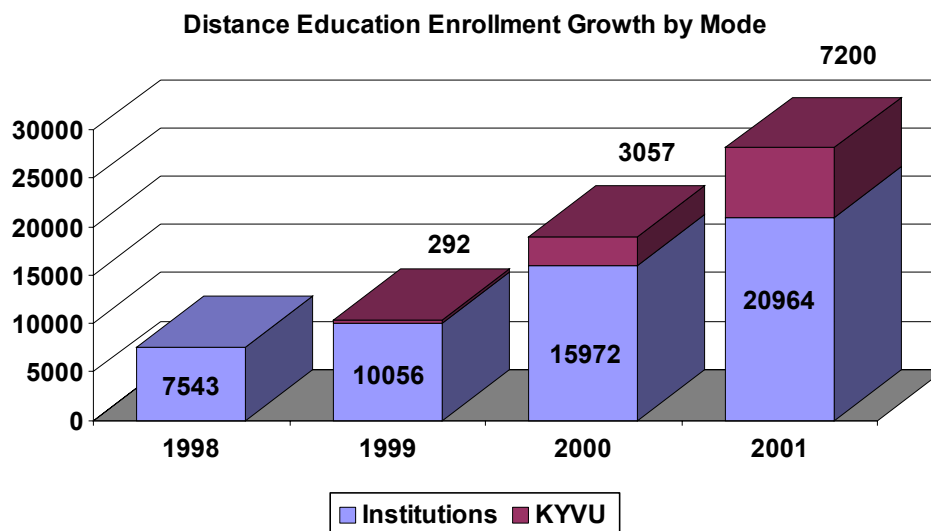
[5] Eduventures: Double-digit Growth Predicted for For-Profit Education Sector. August, 2003.

[6] Estimate by Gary Bisbee III, an analyst at Lehman Brothers, in a Wall Street Journal roundtable, Syllabus Newsletter, August 5, 2003.

Historical Growth of Postsecondary Distance Education in Kentucky

Kentucky has a significant history with postsecondary distance education. In the 1970s Kentucky was the site of groundbreaking efforts such as the Appalachian Community Service Network. In the 1980s the University of Kentucky became a charter member of the National Technological University. More recently, the Kentucky Virtual University has been nationally recognized for its leadership in developing a consortial virtual university model.

Kentucky has seen substantial growth in the use of postsecondary distance education. In fall semester 1996, Kentucky public postsecondary education institutions had 6,908 enrollments in 420 courses with a total of nine undergraduate and seven graduate programs available primarily via distance learning technologies[7]. By spring term 2003 Kentucky public institutions were offering 1,809[8] credit courses, from more than 50 distance education programs, resulting in 25,337 enrollments. In fall 2003 KYVU enrollments, which were 292 in the inaugural term of fall 1999, will exceed 16,000. In a new trend, four courses were offered for dual-credit between high schools and community colleges in spring 2003.

Distance Education Enrollment Growth by Mode

Year	Institutions	KYVU
1998	7543	
1999	10056	292
2000	15972	3057
2001	20964	7200

Legend: ☐ Institutions ■ KYVU

For-profit education companies see online growth in Kentucky.

- Capella University currently has 53 Kentucky online students and expects to enroll 350 by year 2008 in a broad range of programs from business to social psychology.
- DeVry University currently has 15 KY online students and is projecting 100 students over 3-4 years in their business and information technology programs.

In addition, an increasing number of Kentucky students are enrolling in distance education programs such as those offered via the Southern Regional Education Board's Electronic Campus and Academic Common Market (see appendix C).

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[7] Kentucky Institutions of Higher Education. A Conceptual Framework for the Commonwealth Virtual University. Collaborative draft document, September 10, 1997.
[8] Combined CPE and KYVU numbers, excluding independent and for-profit providers.

The Spring 2003 Snapshot

To develop a deeper profile of Kentucky use of postsecondary distance education, CPE staff undertook an analysis of the credit activity during the most recent term for which data was available – spring term 2003[9]. The comprehensive database maintained by CPE tracks distance education courses and enrollments[10] (see appendix A) at Kentucky institutions[11]. The two major modes of postsecondary distance education delivery in Kentucky were interactive television (738 total courses) and the world wide web (850 total courses). The following chart shows the distribution of the 1809 spring 2003 courses offered 2003 across five major groupings of delivery mode:

PAV	Print-based, audiotape, videotape
KET	Kentucky Educational Television
Cable	Open broadcast and community cable TV
ITV	Institutional telecourses[12] (**IT**) and Interactive video (**IV**) courses both of which use interactive television (ITV), typically KTLN to deliver instruction.
WWW	World Wide Web/Internet delivered, and KYVU courses

Spring 2003 DE Credit Courses by Mode
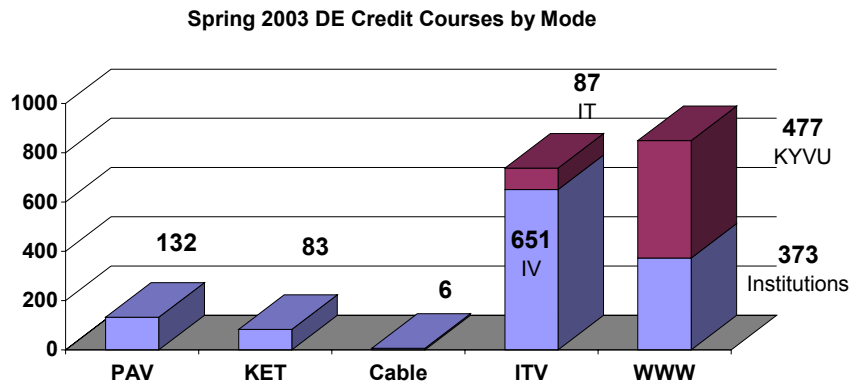
An analysis of spring 2003 distance education enrollments shows that, while offering 112 fewer courses, online courses enrolled a higher average of students per section (19.2) than did ITV which had an average of 8.4 students per section. By this measure KET courses were the most highly enrolled with an average of 28.9 students per section.

Spring 2003 DE Credit Enrollments by Mode

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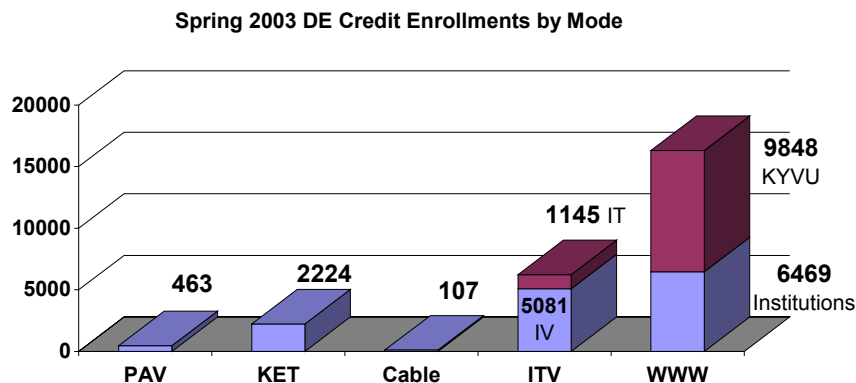
[9] Because independent institutions only provide fall data to the CPE comprehensive database, these institutions were not included in this analysis.
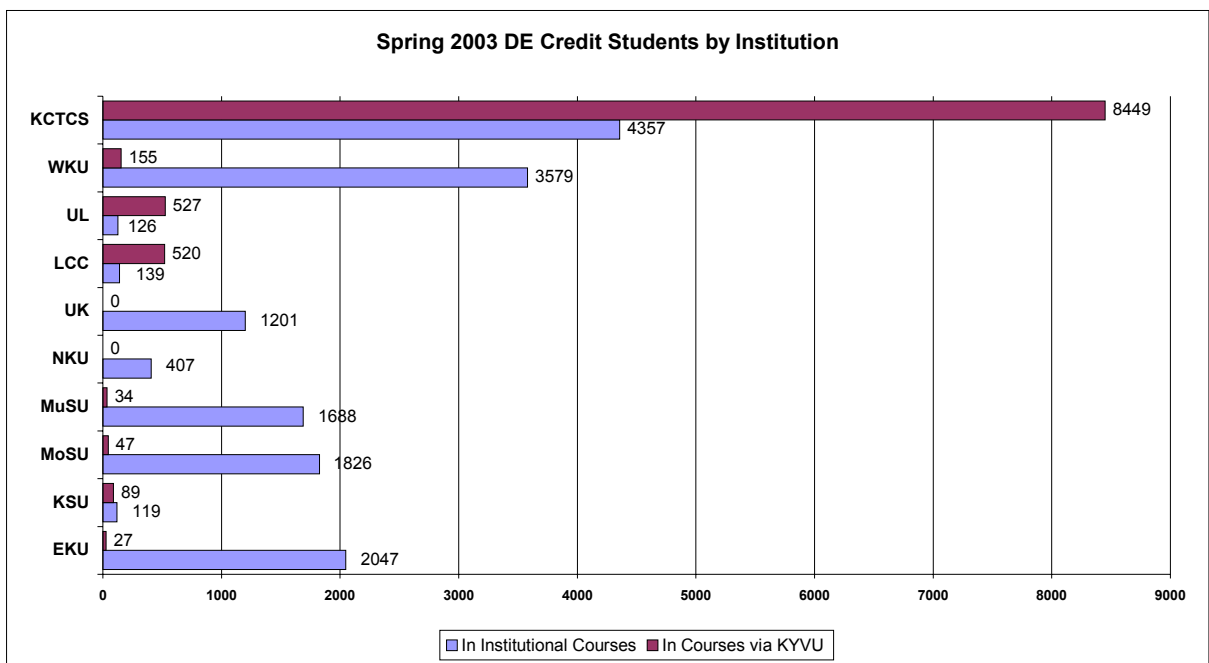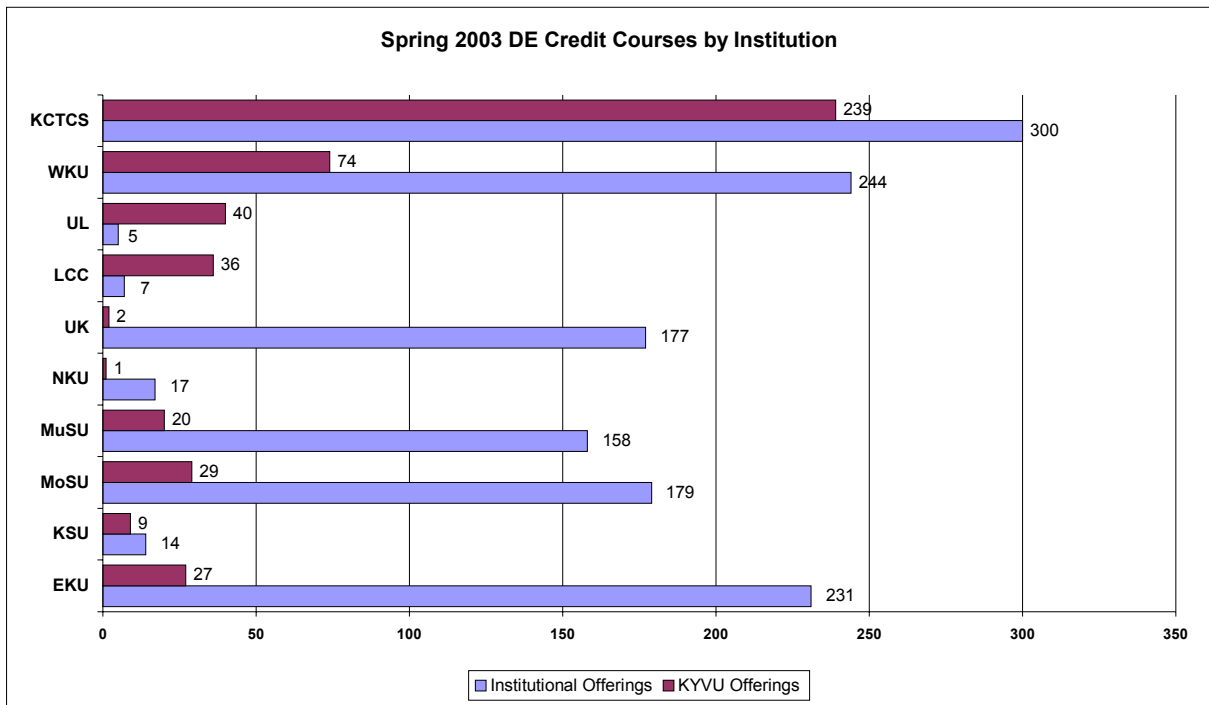[10] In 1998 institutions only reported institutional telecourses and KET courses. In 2003-2004 the number of modes will be reduced to five.
[11] KYVU academic offerings have been tracked separately by CPE.
[12] May also include satellite or microwave delivered courses.

Who are the providers?

The following charts provide a view of institutional distance education activity both of what they offer via KYVU and what they offer and deliver directly to students.

Spring 2003 DE Credit Courses by Institution

Institution	KYVU Offerings	Institutional Offerings
KCTCS	239	300
WKU	74	244
UL	40	5
LCC	36	7
UK	2	177
NKU	1	17
MuSU	20	158
MoSU	29	179
KSU	9	14
EKU	27	231

Legend: Institutional Offerings, KYVU Offerings

Spring 2003 DE Credit Students by Institution

Institution	In Courses via KYVU	In Institutional Courses
KCTCS	8449	4357
WKU	155	3579
UL	527	126
LCC	520	139
UK	0	1201
NKU	0	407
MuSU	34	1688
MoSU	47	1826
KSU	89	119
EKU	27	2047

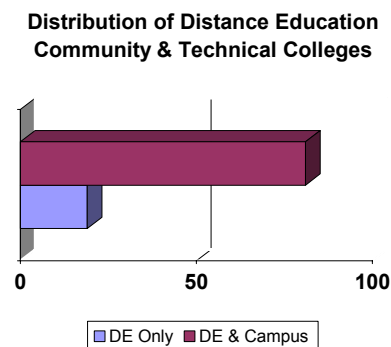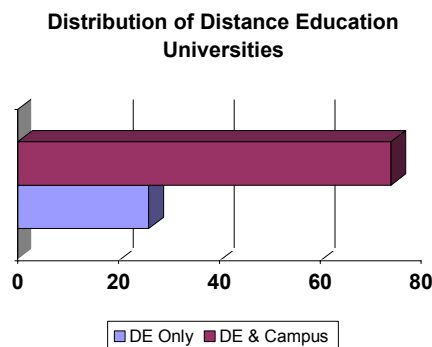Legend: In Institutional Courses, In Courses via KYVU

Institutional Distance Learning Cohort, Spring 2003

Distance education courses and programs are intended to provide postsecondary education access to both time and place bound students. In spring 2003 students from all 120 Kentucky counties, 37 other states, and six foreign countries took courses from Kentucky institutions. Additional information about the spring 2003 cohort at the public institutions is described in the following table.

Spring 2003 Distance Education Cohort Demographics[13]				
	Community Colleges[14]		Universities	
	All Undergraduates	Distance Learners[15]	All Undergraduates	Distance Learners[9]
KY Resident	95.3%	97.2%	83.1%	86.5%
Nontraditional Age	43.3%	52.4%	22.7%	54.6%
Part-time Enrollment	56.4%	33.2%	20.6%	40.1%
Female	55.2%	73.0%	56.8%	68.6%

Distribution of Distance Education Enrollment (Universities)

Among spring 2003 students who enrolled in institutional distance education courses at the universities 74.4% of the students enrolled in a combination of institutional distance education and campus based courses. The average credit load for university students was 3.4 hours of distance courses and 9.5 hours of campus course credit. Among students who enrolled exclusively in university distance education courses the average credit load was 4.7 hours of distance course credit.

Distribution of Distance Education Universities

Distribution of Distance Education Community & Technical Colleges

Distribution of Distance Education Enrollment (Community and Technical Colleges)

Among spring 2003 students who enrolled in institutional distance education courses at the community and technical colleges, 81.5% of the students enrolled in a combination of institutional distance education and campus based courses. The average credit load for community college students was 3.7 hours of distance and 8.2 hours of campus course credit. Among students who enrolled exclusively in community and technical college distance education courses the average credit load was 4.3 hours of distance course credit.

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[13] Does not include KYVU demographics.
[14] Includes KCTCS and Lexington Community College
[15] Students who are taking at least one course at a distance

Summary

The use of distance education is increasing across the country and across the Commonwealth. In 2002, all nine Kentucky public institutions and six of twenty-one independent institutions used distance education in fall 2002[16]. Kentucky institutions are seeing increases in distance education utilization similar to those reported by peer institutions across the United States. The growth has been most dramatic in the online course area, but interactive television delivery has continued to be a strong delivery mode as well.

As a result of negotiating the assembly of this report some observations can be made about future efforts. This report identified a number of different distance education information resources. However there were both gaps in the data and inconsistencies with the definitions used to capture and categorize the data. Ultimately, while the information reported in the Snapshot is accurate, more and better information would improve the insight into Kentucky postsecondary distance education efforts. In specific, the following items should receive consideration:

Definition of Distance Education. There are at least four definitions that address the reporting of distance education courses (institutional, CPE comprehensive database, KYVU, and an SREB regional database definition). Efforts to refine both the definitions and the distance education tracking practices continue to improve reporting but these evolving, and sometimes competing, definitions affect the ability of institutions and CPE to understand, plan, and manage their distance education operations. These efforts will need to continue.

Non-credit Distance Education. An effort was made to survey institutions for their non-credit uses of distance education (this information is not currently reported to the CPE comprehensive database). The survey was only randomly successful at acquiring this information. An effort should be made to accumulate accurate data on this important, workforce development, activity.

Regular Reporting. While distance education technologies and methodologies have been in use in Kentucky for decades, an aggregate understanding of how distance education support and delivery technologies are used and where common needs and services exist has not been compiled for some time. A comprehensive report of distance education activity should be defined and assembled on a regular basis. This will benefit those who seek to understand and manage a rapidly evolving segment of postsecondary education.

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[16] Independent and for-profit providers only report fall numbers to CPE.

ACTION ITEM: Proposal to Expand the DLAC Role

The Kentucky Postsecondary Education Improvement Act of 1997 directed that "The council shall establish a Distance Learning Advisory Committee (DLAC) to advise the council on matters relating to the Commonwealth Virtual University" (Section 16, paragraph 2). In recent meetings the DLAC has indicated an interest in expanding the DLAC role to consider and address a broader range of distance education issues and providers. The July 2, 2003 DLAC meeting resulted in a general consensus that the DLAC role should be expanded. Therefore the CPE staff has developed the following action item recommendations:

Recommendation: **DLAC should expand its membership and role to support the strategic coordination of distance education policies, programs, support services, and infrastructure across all Kentucky postsecondary education providers.**

What Should DLAC Do First?

While the July 2, 2003 discussion of a new DLAC role centered around how DLAC might be restructured to become more inclusive and responsive – another primary concern for the new DLAC role will be what distance education operational structure and plans it is charged with coordinating. In the preparation of the 2003 Distance Education Snapshot, it was apparent that Kentucky has not addressed the statewide coordination of postsecondary distance education efforts since the establishment of the KYVU in 1999.

It seems self-evident that a critical task for a DLAC with broader vision will be to address and construction a comprehensive plan for the strategic coordination of distance education across all Kentucky postsecondary education providers. Thus the following topics and recommendations reflect this need. In support of this interest the CPE staff has assembled the following topics and recommendations for discussion by DLAC as it considers the how to reframe its role and embark on new efforts.

Recommendation: **DLAC should develop an eLearning Strategic Plan for Kentucky Postsecondary Distance Education.**

An eLearning Strategic Plan for Kentucky Postsecondary Distance Education should:

I. **Establish the vision** for distance education methodologies and technologies should play in meeting institutional and system goals, including the following:
   a. Access
   b. Capacity
   c. Quality
   d. Collaboration
   e. Affordability

II. **Define the distance education policies, programming, support services, and infrastructure** that are required to realize the eLearning vision of DLAC. These include:

   a. Describe and develop distance education *policies* for Kentucky postsecondary education that include:
      i.   Tuition rates and the costs of distance education
      ii. Transfer
      iii. Collaborative models that reduce duplication and competition
      iv. Define the appropriate relationship between KYVU, postsecondary, and other distance learning providers in meeting state needs.
         1. Right of first refusal for institutions (KPPS)
         2. KYVU's relationship to non-postsecondary providers e.g. developing contractual relationships with EPSB, adult education, etc.

   b. Assess and determine appropriate distance education *programming*, including:
      i.   Use a needs assessment to identify gaps in access to programs needed to address Kentucky's workforce needs (degree and professional development programs) including:
         1. Health professions
         2. Information technology
         3. Advanced manufacturing
         4. Bio-technology
      ii. Identify providers best positioned to provide needed programs
      iii. Identify and promote new models for program delivery that demonstrate how to use technology to practically and dramatically increase the capacity and scalability of program offerings to meet state needs and address enrollment increases in difficult economic times, including areas of shortage such as:
         1. Nursing
         2. Public health
         3. Teaching

   c. Identify and establish the *support services* for distance education students and faculty. In order to assure the success of distance education learners, the eLearning strategy will examine electronically delivered/supported student services including:
      i.   Faculty training and support
      ii.   Quality assurance
      iii. Accessibility
      iv.   Test proctoring
      v.   KYVL
      vi.   Admissions/Go Higher
      vii. Advising/UCAN
      viii. Tutoring
      ix.   Market focused portals i.e. for teachers, adult learners, or state employees.

d. Review and describe the *infrastructure* Kentucky needs to support the eLearning vision. The eLearning strategy will address:
   i. Role of, and strategy for, common technologies e.g. CMS
   ii. Joint purchasing, contracting opportunities
   iii. Postsecondary Education Technical Advisory Committee (PETAC)
   iv. Shared hosting
   v. Common administration of applications

III. **Define the DLAC membership, structure, and relationships** that are required to realize the eLearning vision of DLAC. These include:

   a. DLAC membership for other learner/provider communities should be addressed including:
      i. Adult Education
      ii. Distance Education Student representation

   b. Review of existing structure. During the planning stages of KYVU (1997-1999), DLAC established several workgroups:
      i. Student Services
      ii. Technology (incorporated into PETAC)
      iii. Financial Affairs
      iv. Marketing
      v. Bookstore (non-active)
      vi. Faculty Development (currently managed by CPE)
      vii. KYVU Academic Council (Chief Academic Officers)
      viii. KYVU Coordinators (institutional/agency Distance Learning administrators)

   c. The DLAC relationship to other distance learning organizations in Kentucky should be reviewed and assessed. Some of these organizations include:
      i. Kentucky Educational Television (KET)
      ii. Kentucky Tele-Linking Network (KTLN)
      iii. Kentucky Virtual University (KYVU)
      iv. Kentucky Virtual High School (KVHS)
      v. Kentucky Telecommunications Consortium (KTC)
      vi. Distance Learning Advisory Committee (DLAC)
      vii. Connected Learning in Kentucky (CLIK)
      viii. Kentucky Distance Learning Association (KDLA)

Recommendation: **DLAC should assemble a Postsecondary Education eLearning Strategy Steering Team.**

The Postsecondary Education eLearning Strategy Steering Team will have the operational role to produce a draft of the eLearning strategy for DLAC. In association with CPE staff, the eLearning Strategy Steering Team will:
1. **Convene an eLearning Vision meeting** to develop the vision and guiding principles that the Steering Team will use to develop the eLearning Strategy. This meeting will be jointly attended by the DLAC members and eLearning Strategy Steering team and will be held on January 7, 2004
2. **Assemble and manage workgroups** and to direct and write the initial drafts of the eLearning strategy.
3. **Report to DLAC** with an initial draft no later than spring 2004 and a final draft in summer 2004.

ACTION ITEM: Next DLAC Meeting

Proposed dates:

Wednesday, January 7, 2004

Monday, April 5, 2004

Wednesday, July 7, 2004

Wednesday, October 6, 2004

Appendix A

CPE Distance Education Definitions

"Distance Learning: Any for-credit instruction where delivery of instruction may utilize any or all of the following: print material, e-mail, telephone, audio tape, video tape, television/VCR, satellite, or computer for access to CD ROM, interactive video, Internet, or the Web. The instructor may be physically separated from the students or may meet with students intermittently throughout the term. A distance learning course is reported as either on or off campus based on where the majority of the students enrolled in the course are located."

CPE Primary Modes of Distance Learning Delivery[17]

For each distance learning course, indicate the method of instructional delivery:

    a. **Institutional Telecourse** – Telecourse which requires students to report to a specific site to enroll in and view the course. Includes Satellite, compressed video via land lines (e.g., T1 lines), and microwave delivery. The course may have students enrolled both on-campus (e.g., originating ITV classroom) and off-campus (remote receiving sites).
    b. **Internet/World Wide Web**.
    c. **Interactive Video**.
    d. **Open Broadcast/Community Cable Television (excluding KET)** – A telecourse that is transmitted by traditional television open broadcast signal and that can usually be viewed in one's home via antenna reception or local cable service.
    e. **Print-Based, Audiotaped, Videotaped, Telephone, or CD**.
    f. **Kentucky Educational Television** – Open broadcast courses offered by KET.

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[17] These are 2003-2004 reporting definitions. The 2003-2004 definitions will reflect changes made to comply with new SREB tracking efforts and better conform to changing patterns of distance education use.

Appendix B

Distance Education Organizations & Providers

Kentucky Distance Education Organizations

Kentucky Educational Television (KET)
Kentucky Tele-Linking Network (KTLN)
Kentucky Virtual University (KYVU)
Kentucky Virtual High School (KVHS)
Kentucky Telecommunications Consortium (KTC)
Distance Learning Advisory Committee (DLAC)
Connected Learning in Kentucky (CLIK)
Kentucky Distance Learning Association (KDLA)

Public Postsecondary Institutions

Eastern Kentucky University
Kentucky Community and Technical College System (KCTCS)
Kentucky State University
Northern Kentucky University
Morehead State University
University of Louisville
University of Kentucky
Lexington CC
Murray State University
Western Kentucky University

Non-public Postsecondary Institutions

Kentucky Christian College (PAV)
Georgetown College (ITV)
Cumberland College (PAV)
St. Catherine College (KET)
Sullivan College (IWWW)
Union College (IWWW)

Licensed Out-of-State Providers

Capella University**
DeVry University**
ITT, Inc.*
Embry-Riddle Aeronautical University (FL)*
Indiana Wesleyan University (IN)*
McKenree College (IL)*
Northwood University (MI)*
University of Phoenix***
Lincoln Memorial University (TN)*
Oakland City University (IN)*
Portland State University (OR)
Vincinnes University (IN)
Xavier University (OH)*

* These institutions have campuses in Kentucky.
** These institutions deliver instruction in Kentucky via distance learning.
*** University of Phoenix has submitted an application to establish a campus in Louisville.

Appendix C

Distance Learning Programs

Programs Available via KYVU

Eastern Kentucky University

Master of Science Degree in Loss Prevention and Safety

Kentucky Adult Education

Curriculum for Adult Learners

Kentucky Community & Technical College System

A+ Certificate
Firefighter Training and Kentucky Certification
Associate in Applied Science Information Technology (Networking Option)
Associate in Arts (Accounting Transfer Framework)
Associate in Arts (Administrative Assist./Secretarial Science Transfer Framework
Associate in Arts (Business Marketing & Marketing Management Transfer Framework
Associate in Arts (Business Transfer Framework)
Associate in Arts (International Business Transfer Framework)
Associate in Arts (Management Science Transfer Framework)
Associate of Applied Science in Criminal Justice - Law Enforcement
Associate of Arts (Communications Transfer Framework)
CAD Technician I Certificate
Child Care Assistant Certificate
Historic Information Management Certificate in Archives Studies
Historic Information Management Certificate in Museum Studies
Historic Information Management Certificate in Records Management Studies
IT Fundamentals Certificate
KCTCS Microsoft Networking Enhanced Certificate
Kentucky Child Care Provider Certificate
Office Systems Technology Program

Kentucky State University

Bachelor of Arts in Public Administration

Lexington Community College

Library Science Certification
Communicating Better in Spanish and English (CE)
Information Technology: Windows 2000 and Related Applications for PC and Mac (CE)
Management for Business and Industry: Basic Supervision (CE)
Management for Business and Industry: Customer Service (CE)
Management for Business and Industry: Total Quality (CE)

Morehead State University

Master of Business Administration

Murray State University

Bachelor of Independent Studies (Applied Science/Agriculture)
Bachelor of Independent Studies (General Studies)
Bachelor of Science in Business Administration
Bachelor of Science in Telecommunications Systems Management
Gifted and Talented Teacher Certificate Endorsement
Teaching English as a Second Language - ESL Certificate Endorsement

Northern Kentucky University

Bachelor of Arts in Organizational Leadership

Sullivan University

Bachelor of Science in Business Administration (Hospitality Management)
Bachelor of Science in Human Resources Leadership
Master of Business Administration
Master of Science in Managing Information Technology (MSMIT)

University of Louisville

Accelerated RN/BSN Option
Bachelor of Arts in Communication
Bachelor of Science in Occupational Training and Development
Bachelor of Science in the Administration of Justice
Teacher Certificate (Special Education: Moderate and Severe Disabilities)
Master of Arts in Higher Education
Master of Education in Human Resource Education
Master of Science in the Administration of Justice
Management Development Certificate Program (CE)
Purchasing/Supply Chain Certificate (CE)

Western Kentucky University

Associate of Applied Science Degree in Paramedicine
Associate of Science in Interdisciplinary Early Childhood Education
Graduate Teaching Endorsement in Gifted Education
Master of Arts in Education: Exceptional Child -- Learning and Behavior Disorder
Master of Science in Communication Disorders
Master of Science in Library Media Education
Undergraduate Minor Library Media Education

Programs Available via Telecourse

Somerset Community College

"Going The Distance" Associates Degree (via KET Telecourses)

Programs Kentucky Institutions Offer via SREB Electronic Campus

Bachelor of Arts in Communication - University of Louisville
Bachelor of Independent Studies - Murray State University
Bachelor of Science in Occupational Training and Development - University of Louisville
Bachelor of Science in the Administration of Justice - University of Louisville
Master of Arts in Higher Education - University of Louisville
Master of Arts in Orientation and Mobility Personnel Preparation Program - University of Louisville
Master of Education in Human Resource Education - University of Louisville
Master of Education in Teacher Preparation Program in Visual Impairment - University of Louisville
Master of Science in Public Administration - University of Louisville
Master of Science in the Administration of Justice - University of Louisville

Programs Available to Kentucky Residents via distance learning through the SREB Academic Common Market

Undergraduate Programs

BS/Dental Hygiene - East Tennessee State University (1 student, 2002)
BS/Fire Service - University of Memphis (TN) (2 students, 2002)

Graduate Programs

MPA/Emergency Management - Jacksonville State University (1 student, 2002)
MS/Library and Information Studies - Florida State University (20 students 2002-2003)
MS/Nuclear Engineering - University of Tennessee / Knoxville (1 student, 2003)
DNSc/Nursing - University of Tennessee/Memphis (1 student, 2000)

Appendix D

Descriptions of Kentucky Distance Learning Organizations

Kentucky Tele-Linking Network (KTLN)

KTLN is designed to address the needs of the Commonwealth by providing distance education, including credit and non-credit courses, professional development, and tutoring; resources for economic development, including access to global databases and government-to-government services to help open new markets; and health and human services, including telemedicine, remote diagnostics, and case management.

KTLN evolved from early university-owned and -operated networks at Murray State University and the University of Kentucky. Both institutions recognized the value of videoconferencing technology for their extended campus facilities. Teachers could be shared, and students wouldn't have to travel great distances to take advantage of course offerings. These institutions, along with Western Kentucky University, the University of Louisville, and others, realized the value of establishing common technical standards and sharing resources.

This spirit of cooperation grew to become what would be called the Kentucky TeleLinking Network. Originally intended to serve the needs of the state's post-secondary institutions, KTLN grew in scope as the members realized the necessity of finding funds to expand the accessibility of the technology to more of the Commonwealth. Initial funding, as a Star Schools Special Statewide Network, was acquired through the Star Schools project of the U.S. Department of Education.

The Kentucky TeleLinking Network (KTLN) is a fully duplex, voice, video and data network that will be expanded throughout the state and integrated into the state's telecommunications network for maximum benefit. As of 2003, KTLN had long since finished the Star Schools-funded part of the project and grown to nearly 300 sites across the Commonwealth. The network and its partners are now actively investigating a migration from current H.320 communications protocols to video over the Internet (IP based H.323).

Kentucky Virtual University (KYVU)

The Kentucky Virtual University (KYVU), created with passage of the Kentucky Postsecondary Education Improvement Act of 1997, plays a critical role in achieving a postsecondary education system that is accessible, efficient, and responsive to the needs of Kentucky's citizens and economic stakeholders. The mission of the KYVU is to be a student-centered, technology-based system for coordinating the delivery of postsecondary education that meets the needs of citizens and employers across the Commonwealth. Another important factor in KYVU's activities is its goal to increase collaboration and foster efficiency and effectiveness in developing and delivering courses and programs. The primary customers of the KYVU are citizens of Kentucky who are:

- Age 23 and older
- Not enrolled in a college
- Living in remote areas of the state or are place- and time-bound

The secondary customers of the KYVU have the following parameters:

- Kentucky citizens age 22 and younger, not presently enrolled in college
- Working Kentucky citizens of all ages seeking professional development
- Kentucky employers seeking customized training for their employees
- Other U.S. and international citizens

The KYVU offers the following online user services:

- A single point of access to statewide student, library, and academic support services.
- A clearinghouse for quality distance learning opportunities provided by existing institutions both within and outside the state, primarily certificate and degree programs
- Single college application and single fee to 57 public and independent accredited higher education institutions of Kentucky
- Single registration forms for matriculation into all Kentucky provider institutions
- Over 50 programs available online (see appendix C)
- For the adult working population seeking customized training, the KYVU supports the following online user services: KYVAE and KyEducators.org

Kentucky Distance Learning Association

The Kentucky Distance Learning Association (KyDLA) is an affiliate of the United States Distance Learning Association (USDLA). It is an association open to education and corporate users and producers of distance learning content, services, and products. The KyDLA held two meetings in 2002, at Sullivan University (arbitration software system for problem solving via the Internet) and at Jefferson County eSchool, with about 30-40 people from across the Commonwealth at each meeting. Dr. Denzil Edge of Learning House, Inc. plans to restart the KyDLA in fall 2003 with a web presentation, delivered via PlaceWare software systems, in late September on the topic of "Techniques for Building a Distance Learning Course".

Kentucky Educational Television

Kentucky Educational Television signed on the air in September 1968 as Kentucky's statewide public broadcasting network. Today, KET is the largest PBS member network in America. Our 32 transmitters (16 analog, 16 digital) and three translators deliver the PBS national schedule; our own wide range of local arts, cultural, documentary, and public affairs productions; and adult education programs and college-credit telecourses to viewers throughout Kentucky and in parts of seven surrounding states.

Through the Star Channels satellite network and digital broadcast, we also bring hundreds of hours of instructional programs and KET-produced professional development seminars to Kentucky schools each year. Via satellite and the World Wide Web, KET Distance Learning offers fully accredited high school classes in foreign languages, the humanities, and physics.

 KET is widely acknowledged as the premier producer of video instruction in adult basic skills and workplace education. These products as well as instructional videos on a variety of other subjects are marketed by KET Enterprise.

The governing body for KET is the Kentucky Authority for Educational Television, an agency of the Commonwealth of Kentucky. Two independent nonprofit foundations, the KET Foundation and the Commonwealth Fund for KET, solicit and manage the corporate, institutional, and individual contributions that support local productions as well as the acquisition of PBS and other national programs.

The Kentucky Telecommunications Consortium

The Kentucky Telecommunications Consortium (KTC) was created by the state legislature in 1978 for the purpose of providing college-credit television courses to distance learners throughout the Commonwealth. The Kentucky Council on Postsecondary Education serves as the administrative head and fiscal agent of the Consortium. KET, The Kentucky Network provides major support by managing, promoting, and broadcasting the telecourses.

All not-for-profit Kentucky institutions licensed by the Council on Postsecondary Education and accredited by the Southern Association of Colleges and Schools are eligible to offer telecourses that are licensed by the Consortium. Each institution offering credit for KET telecourses is responsible for enrolling students and providing faculty for instructional management of telecourses on its campus.

The KTC licenses quality telecourses for which the majority of participating colleges and universities can grant credit. The Consortium determines the telecourse schedule a year in advance so participating institutions can include telecourses in their class schedules to encourage registrations. KET now broadcasts 12 telecourses during the spring and fall semesters, with 20-25 participating institutions offering credit each semester, and six telecourses during the summer semesters, with 14-18 participating institutions.

Connected Learning in Kentucky (CLIK)

Connected Learning in Kentucky was established in 2001 as a group of public postsecondary education institutional users of course management software, principally at the time those using BlackBoard®. The membership was expanded to include other public and independent institutions regardless of which CMS was used. The principal activities of CLIK include holding an annual meeting on CMS and instructional design issues, and efforts to secure group purchasing discounts for CMS licenses.

Kentucky Virtual High School (KVHS)

The Kentucky Virtual High School is an educational service managed by the Kentucky Department of Education to expand student access to challenging high school curriculum. Through the KVHS, Kentucky schools can provide students with access to a wider range of coursework, with more flexibility in scheduling, with the opportunity to develop their capacities as independent learners, and with increased time and opportunity to achieve because learning online is neither time nor place dependent. Thanks to recent action by the Kentucky Board of Education, students registered in a KVHS course may be able to earn credit and when taking courses outside the normal school day and from a location other than the school. KVHS courses are open twenty-four hours a day, seven days a week.

The Kentucky Education Technology Systems (KETS)

The Kentucky Education Technology Systems (KETS) is a direct result of the Kentucky Education Reform Act of 1990. KETS supports the projects and services of Kentucky Department of Education, primary and secondary schools and districts. This includes providing a stable, robust, reliable and secure network environment, electronic messaging, and KETS Help Desk to all 1,400 schools, 176 district offices and the Kentucky Department of Education.

Reform:
Five Questions We All Must Answer

1. Are more Kentuckians ready for postsecondary education?

2. Are more students enrolling?

3. Are more students advancing through the system?

4. Are we preparing Kentuckians for life and work?

5. Are Kentucky's communities and economy benefiting?